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ABSTRACT

This is the final report of a three year program for preventing dropout attitudes from developing in the middle schools in grades 6,7, and 8. The project plans focused on three major goals: staff training for leading the project activities the development of materials for assisting teachers in the project activities, and the provision of teacher-led circle discussions for the students. Tabular sections on student and teacher data include objectives, together with the evaluation technique used to assess each objective and the results obtained. A subsequent section discusses the effects of the project on the clientele. Factors which facilitate the accomplishment of the objective are cited. Two major projects are said to have been met: staff training and the provision of circle discussion activities for all middle school students. Statistical data are seen to indicate significant gains and/or trends in the areas of personal inventory, self-perception, desirable self-traits, personal adjustment, and school related self-esteem. Classroom atmosphere is also said to have improved through this program. (Author/AM)

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ED117265

END OF PROJECT REPORT

TITLE III E.S.E.A.

"Reducing Dropouts Through Achievement Motivation"

Illinois Grant #164-3-1973

July 1, 1971 - June 30, 1974

Harlem Consolidated School District #122

8605 North Second Street

Rockford, Illinois 61111

Dr. Jack Wilt, Superintendent

Wayne Musholt, Director

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FORWARD

This is the final report of a three year program that has proven to be successful for students in grades 6, 7, and 8.

The Achievement Motivation Program will continue in the Harlem Schools during the 1974-75 school year.

The district is continuously receiving requests for materials. The only materials available are the materials presently in use in the project. It would be helpful if the State Office would make it possible to reproduce and disseminate the teacher materials.

The consultants' evaluation report is attached to the district's End of Project Report.

PART II. - NARRATIVE REPORT

Section I.

A. Objectives - Evaluation Findings

Introduction

The Harlem Middle School Title III project is a program for preventing "dropout attitudes" from developing in the middle schools, grades 6, 7, and 8. The 2200 students are involved in daily activities for enhancing self-concept and building self-esteem. The program focuses on humanizing the school environment through daily discussion sessions on topics related to specific behavioral goals. The small group sessions, led by teachers, center around topics that intervene into defiance, revenge, stealing, lying, negative attitudes, aggression, prejudices, and anti-social behavior. The program gradually builds self-awareness, self-confidence, positive attitudes, emotional skills, self-control, motivation, goal identification, and a sincere desire to succeed in school. The circle discussions systematically emphasize positive reinforcement by: attention, approval, acceptance, and role identity.

Through the successful implementation of this program, students have daily success experiences and become more aware of themselves and how they relate to others. As a result, these students become more confident and responsible individuals in dealing with their daily conflicts and decisions. Since teachers and students communicate with each other on an individual basis, a major by-product of the program is both faculty and students interacting more humanly throughout all phases of the school program. The program activities assist students in discovering their identity or their role in school. The students feel they must know their role before they are capable of establishing goals for themselves.

During the first year of the project, Franklin Middle School utilized the Achievement Motivation Program (AMP) and Marshall Middle School employed the Human Development Program (HDP), while Hoffman Middle School served as a control school. Data from the two programs was analyzed to determine the better elements of the two programs. The second year of the project combined the better elements of both programs and field tested them. Also, during the first year, district test norms were established for evaluating the remaining two years of the projects.

Unobtrusive data was used as initial indicators for testing the early stages of the project. The data collected the first year indicated that the

Human Development Program, as a whole, was superior to the Achievement Motivation Program for our middle school students. If the programs were broken into units, both programs have superior units when compared to their counterparts.

During the second year of the project a teacher prepared guide was used by participating teachers. Project results at the completion of the second year were very encouraging. The greatest apparent gain during this time was in the area of personal adjustment for students. There was a clear impact made on student attitudes. A large percentage of project teachers became proficient in the project activities.

The initial teacher guidebook developed during the second year, proved to be a valuable resource guide for the teaching staff. During this second year a committee of project teachers and Title III personnel worked together to produce a detailed teachers' manual for use by participating staff members. These materials were refined for ease of adaptation with middle school students.

During the third year, the building administration began to take over the leadership role in project activities within each building as an initial step to integrate the project into the district's instructional program. The third year objectives remained the same as those for the second year, with the exception of the dissemination council. This council, by their own recommendation, has been discontinued for the third year. The council believed that its usefulness would be minimal during the third year, since the responsibilities designated to them can be handled as well by Title III staff.

STUDENT DATA

The project's second and third year objectives were a continuation of those stated for its first year of operation. However, the evaluation design was revised. A pre-test and post-test evaluation design became the basic method for the evaluation. The sample consisted of fifty students (25 boys and 25 girls) randomly selected from each of the three grade levels (6th, 7th, and 8th) in three cooperating middle schools (Marshall, Hoffman, and Franklin). Thus, 450 students formed the sample from a population of approximately 2200 middle school students in District #122.

Data for the evaluation of the project were collected by project personnel. Unobtrusive data, (i.e., for student discipline referrals, truancy, suspensions, expulsions, absentees, tardies, average daily attendance, dropouts, activity period participation and number with which the school psychologist worked) were collected monthly. Pre-test and post-test data were collected during March of 1972, March of 1973, and March of 1974. Local norms were established during the first year of the project. For tests, local norms were the mean score obtained on all of the pre-test instruments administered during the first year of the project. Unobtrusive data local norms were the baseline data collected from the control school during the first year of the project.

Test data were treated by application of the paired t-test to determine the significance of the difference between the means of the groups for the pre and post measures. Unobtrusive data were treated by descriptions for the years 1972-73 and 1973-74 and by a comparison with the baseline data from 1971-72.

Two Northern Illinois University professors were engaged as consultants to process, analyze and interpret the data for Years II and III of the project. Several changes are to be noted in the reporting of our local norms. These changes were made as the result of advice given by our statistical consultants. Originally, local norms were considered as the mean score obtained on all of the pre-test instruments administered at the control school the first year of the project. As reported in this evaluation, local norms are the difference obtained between the pre and post tests scores obtained on all instruments administered at the control school the first year of the project. The rationale for this change is obvious. Schools which obtained an original score considerably lower than the local norm established at the control school, could show a statistically significant gain and still have failed to reach the level of the local norm. In restating our project criteria, we have not altered the data in any way; we have simply restated them in terms that would allow us to more readily observe whether we reached not only statistical significance, but also significance in terms of realistic project criteria.

STUDENT OBJECTIVES

Global Objective: To improve student self-concept, personal adjustment, and to prevent dropout attitudes from developing during the middle school years.

OBJECTIVES	EVALUATION TECHNIQUE	RESULTS
A. Students will demonstrate increased achievement in academic areas by end of the project. (.1 G.E. average improved gain per year for the next 2 years).	A. Stanford Achievement Test was administered to random sample of students in February and March of 1973 and in March of 1974.	A. Paragraph Meaning· 6th grades· Statistical significance at .01 level indicating significant gain. Project criteria not accomplished 7th grades: Statistical significance at .01 level indicating significant gain. Project criteria not accomplished. 8th grades: Statistical significance at the .05 level indicating significant gain. Project criteria not accomplished. Arithmetic Concepts: 6th grades: Statistical significance at .01 level indicating significant gain. Project criteria not accomplished 7th grades:Statistical significance at .01 level indicating significant gain. Project criteria not accomplished. 8th grades: Statistical significance at .01 level indicating significant gain. Project criteria not accomplished.
B. Students will indicate an increase in self-esteem.	B. [redacted] was administered to random sample of middle school students in February and March of 1973 and March of 1974.	B. 6th grades· Statistical significance at .01 level indicating significant gain. Project criteria not accomplished. 7th grades: Statistical significance at .01 level indicating significant gain. Project criteria accomplished. 8th grades: No statistical significance. No trend indicated. Project criterion not accomplished.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
	B.1b [redacted] was administered to random sample of students in February and March of 1973 and March of 1974.	B. 1b. 6th grades: Statistical significance at .05 level indicating significant gain. Project criteria not accomplished. 7th grades: Statistical gisnificance at .05 level indicating significant gain. Project criteria not accomplished. 8th grades: Statistical significance at .05 level indicating significant gain. Project criteria not accomplished.
	B.2. [redacted] Test of Personality was administered to random sample of middle school students in February and March of 1973 and March of 1974.	B.2. 6th grades: Statistical significance at .01 level indicating significant gain. Project criteria not accomplished. 7th grades: Statistical significance at .01 level indicating significant gain. Project criteria not accomplished. 8th grades: Statistical significance at .01 level indicating significant gain. Project criteria not accomplished.
C. Students will demonstrate more student hours of participation in extra curricular activities.	C.1. Record was kept of number of students participating in daily after school activities.	C.1. Project criterion not accomplished. When total student activity period participation for 1972-73 and 1973-74 was compared to the 1971-72 total participation, a decrease was noted.
	c.2. [redacted] Test of Personality was administered to a random sample of middle school students in February and March of 1973 and March of 1974.	C.2. 6th grades: No statistical significance. No trend toward gain indicated. Project criteria not accomplished. 7th grades: No statistical significance. Trend toward gain indicated. Project criteria not accomplished. 8th grades: No statistical significance. No trend indicated. Project criteria not accomplished.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
D. Teacher referral of students requiring disciplinary action will decrease. In project schools, fewer students requiring disciplinary action will be referred than during the first year of the project.	D. Monthly records were kept in project schools of all teacher referrals of students concerning discipline referrals.	D. Project criterion was not accomplished. In both the 1972-73 and 1973-74 school years, an increase over the first year in disciplinary student referrals was noted.
E. Student dropout rate will decrease. Dropout rate will be 0 in the middle schools compared to previous 5 year average of 14 per year.	E. Records concerning dropouts were compiled.	E. Project criterion was accomplished. During the 1972-73 and the 1973-74 school years, there were no dropouts in the project schools.
F. By the end of year II, students will demonstrate a decrease in absenteeism. The absentee rate will decrease 5% compared to the 1970-71 absentee rate of 16.2% for the control school.	F. Monthly absentee records were compiled by the project schools.	F. The project criterion was not accomplished. There was a slight decrease in the absentee rate for the 1972-73 year over the 1971-72 year. However, the 1973-74 rate increased considerably.
G. By the end of year II, students will demonstrate a decrease in truancy. The truancy rate will decrease by at least 5% compared to the 1970-71 rate of the control school (70 cases per year).	G. Monthly truancy records were compiled by the project schools.	G. Project objective was not accomplished. When the 1972-73 composite truancy rate was compared to the same rate for 1971-72, an increase was noted. A further increase occurred for 1973-74.

OBJECTIVE	EVALUATION TECHNIQUE	RESULTS
H. Students will demonstrate positive interest in the program. 75% of students will indicate a positive interest in the program.	H. A questionnaire was completed by students in project schools in both the second and third year of the project.	H. Project criterion accomplished. In the 1972-73 school 83% of all students indicated a positive interest in the program. In 1973-74, 79% of all students indicated a positive interest in the program.
I. 60% of a grade will show an increase from the pre to the post tests.	I. [redacted] Classroom Atmosphere Test was administered to a random sample of middle school students in February and March, 1973 and March, 1974.	I. 6th grades: No statistical significance. No trend indicated. Project criteria not accomplished. 7th grades: Statistical significance at .01 level indicating significant gain. Project criteria accomplished. 8th grades: No statistical significance. Trend toward gain. Project criteria not accomplished.
J. Students being referred to local agencies will be decreased. Students in project schools will demonstrate a significant degree of fewer referrals.	J. Monthly reports of referrals were compiled by project psychologist.	J. Project criteria not accomplished. (More intense diagnosis has surfaced students needing referrals.)
K. By the end of year II, student suspensions will be reduced. Significantly fewer students (at least 5%) will be suspended in project schools than in the control school (local norm) during the first year of the project (1970-71 norm: 50).	K. Monthly reports of suspensions were compiled by building principals.	K. Project criterion accomplished. When the number of students suspended from all three project schools for 1972-73 and 1973-74 was compared to that for 1971-72, a decrease was noted.
L. Long term follow-up study will indicate the drop-out rate has been decreased for students over the age of 16. Results available in future dropout rate will decrease for students participating in the project.	L. Dropout records have been kept and will be continuously kept.	L. 1976 will be the first year in which this criteria will be able to be judged.

TEACHER DATA

Introduction

The project's second and third year objectives were a continuation of those stated for its first year of operation. However, the evaluation design was revised. A pre-test and post-test evaluation design became the basic method of evaluation. The sample consisted of teachers present at the beginning of the project, in their respective buildings, and still present at the end of the third year. Thus 51 teachers formed the sample from a population of approximately 110 middle school teachers in District #122.

Data for the evaluation of the project were collected by project personnel. Pre-test and post-test data were collected during September 1971, March 1973 and March 1974.

Test data were treated by application of the paired t-test to determine the significance of the difference between the means of the groups for the pre and post measures.

TEACHER OBJECTIVES

Global Objectives: To improve teacher skills for leading project activities to employ these activities and skills throughout the instructional program.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
A. Teachers will meet specified goals of the affective education program.	A.	
1. Teachers will participate in the circle discussion program. 75% of teachers will participate in the circle discussion program.	1. Number of teachers doing circles is attached. Teachers participating in the circle discussion program did so daily.	1. Criteria not met. In 1972-73, 72% of teachers were actively involved in project activities. In 1973-74, 69% of teachers were actively involved.
2. Teachers will employ the suggested strategies of the affective education program. Ratings will indicate 75% of teachers are employing affective strategies in their classrooms.	2. Teacher ratings were made by Title III personnel to evaluate effective use of strategies.	2. Criteria met. In 1972-73, 84% of circle leaders were using effective strategies. In 1973-74 75% of teachers were using strategies effectively.
3. Teachers will develop improved skills for teaching and leading circle discussions. Ratings will indicate 60% of teachers are successfully improving teaching skills and circle discussion leadership skills.	3. Teacher ratings were made by Title III personnel to evaluate effective use of strategies.	3. Criteria met. In 1972-73, 84% of circle leaders successfully implemented the program. In 1973-74, 78% of participating teachers successfully implemented the program.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
B. Teachers will demonstrate positive attitudes and interest in the affective education program and teaching. 75% of teachers will demonstrate positive interest in the affective education program and teaching.	B. Teacher interest survey was completed by teachers in 1972-73 and in 1973-74.	B. Criteria met. In 1972-73, 78% of teachers believed the program would help students.
C. Teachers will demonstrate more accepting and flexible attitudes toward children and teaching. The mean score on the post test will be higher for all three schools when compared to the pre-test mean of the first year of the project in the control school (control school norm 40.8).	C. The [redacted] Teacher Attitude Inventory pre-test and post-test was administered to the teaching staff in both 1972-73 and 1973-74.	C. In 1972-73 the criteria was met at Marshall but not at Franklin or Hoffman.
D. 70% of the teachers will express a positive regard for the use of affective educational techniques in teaching and leading circle discussions.	D. A questionnaire was completed by project teachers during 1972-73 and 1973-74 school years.	D. Criteria met. 74% of teachers indicated a positive regard for the use of affective educational techniques.

TEACHER IN-SERVICE OBJECTIVES

Global Objectives: Teachers, administrators, and paraprofessionals will receive well-organized appropriate in-service experiences to enable them to implement the affective education program. These experiences will focus on understanding affective education, developing their own emotional skills, and learning specific techniques for using affective education in the classroom.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
A. Teachers, administrators, and paraprofessionals will receive appropriate pre-service training to enable them to implement the affective ed. program. 90% of participating staff will indicate that pre-service training has prepared them to implement the program.	A. A three day pre-service training workshop was held in August, 1972, and a two day pre-service training workshop was held in August, 1973. Workshop evaluations were completed by participants.	A. Analysis of workshop comments and the project consultant's workshop report leads us to believe that more than 90% of teachers believed the workshops had prepared them to use the program.
B. Teachers, administrators, and paraprofessionals will participate in regularly scheduled bi-monthly in-service sessions to improve group leadership skills. 80% of participating teachers will attend the in-service sessions. 65% of participating teachers will have a generally favorable reaction to workshop sessions.	B. In 1972-73, bi-monthly in-service workshops were held between September and April.	B. Criteria not met. In 1972-73 20% of those involved participated in the bi-monthly in-service meetings. In 1973-74, the bi-monthly in-service meetings were not attended by 80% of the participating teachers.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
C. All middle school teachers and paraprofessionals will be provided appropriate consultant services by Title III personnel as they desire or need those services. 100% of teachers will receive services they requested and will indicate they are satisfied.	C. 1972-73 teacher survey conducted.	C. 1972-73 criteria not met; 93% of teachers indicated that services received by Title III personnel were satisfactory. 1973-74: teachers not formally surveyed.
D. Project teachers and paraprofessionals will participate in release time workshops on selected days throughout the school year. 80% of participating teachers will have an over-all positive reaction to the release time workshops.	D. Release time workshops were conducted during the 1972-73 and 1973-74 school years.	D. Criteria met. 100% of teachers participating in release time workshops during the school years 1972-73 and 1973-74 indicated a positive reaction to the workshops.

PROJECT DISSEMINATION OBJECTIVES

Global Objectives: To disseminate project information and results to the district constituants and the professional staff.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
A. Project personnel will prepare for two audiences:		
1. Community	1. Parent and educator comments	1. News articles, presentations, and audio-visual presentations have been periodically given at all project schools and interested parent groups. All presentations, especially the tape-slide presentation and the film, "Lemon," have been well received by audiences.
2. Harlem District Staff	2. Project news briefs were distributed to Harlem Consolidated School District #122 teachers in 1972-73.	2. Dissemination materials, brochures, survey results, tape-slide, film, news briefs have been well received.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
B. Dissemination of information to community and parents.	B. Articles in Project News Brief.	B. 1. Criteria not met. No articles were included in the infrequently published Project News Brief.
	B2. Articles in local news column.	B.2. Criteria met. The local paper, which published the weekly articles called, "Inside Our Schools," changed its format due to a new editor. The column is no longer available. Rockford newspapers have, however, done a feature story on the Harlem Title III project.
	B3. T.V. programs	B.3. Criteria not met. No T.V. programs were awarded to the Harlem School District for Title III dissemination purposes.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
	B.4. PTA presentations	B.4. Presentations regarding the Title III project were presented during 1972-73 and 1973-74 to all project school PTA groups. Panel discussions were conducted at some schools. Grade level meetings were held for all parents early in the school year at which time an overview of the program was presented. Incoming 6th grade students and their parents were presented an overview of program during spring registration in 1973 and 1974.
	B.5. Faculty presentations	B.5. Presentations have been given in various forms. Mainly this form of dissemination has come through voluntary participation such as elementary workshops and the response to requests of specific parents and educators within the district.

OBJECTIVES	EVALUATION TECHNIQUES	RESULTS
	B.6. Visitation of circle discussions.	B.6. More out-of-district educators have visited the circle discussions than have district educators. Visitors have indicated a positive regard for the techniques and processes which they observed. A list of project visitors is available.
	B.7. Brochure	B.7. A brochure was prepared and distributed to local district constituants explaining the project objectives and procedures.
C. Dissemination and progress reports to Superintendent and Board of Education.	C. Reports	C.1. Monthly reports have been made personally to the Superintendent of Schools by the project director.
		C.2. Reports, written and oral, have been made to the Board of Education as directed by the Superintendent of Schools.

Section II.

A. Discuss effects of the project on clientele by stating each objective which has been accomplished. Indicate the technique that was used to evaluate the extent to which the objective was achieved. In summary form, give the findings of the evaluation for each objective. Indicate factors which facilitated the accomplishment of the objective.

1. Objectives not accomplished:

- Students will demonstrate increased achievement in academic areas by end of the project (.1 G.E. average improved gain per year for the next two years).

- Students will indicate an increase in self esteem , 6th & 8th grades.

- Students will demonstrate more student hours of participation in extra curricular activities.

- Teacher referral of students requiring disciplinary action will decrease. In project schools, fewer students requiring disciplinary action will be referred than during the first year of the project.

- By the end of year II, students will demonstrate a decrease in absenteeism. The absentee rate will decrease 5% compared to the 1970-71 rate.

- By the end of year II, students will demonstrate a decrease in truancy.

- 60% of a grade will show an increase from the pre to the post tests on the [redacted] Classroom Atmosphere Test.

- Students being referred to local agencies will be decreased.

Student Objectives: It is our belief that these student objectives were not met for a variety of reasons. Regarding test scores, we would note that these are often invalid for a number of causes. One major factor is that where reading problems exist, and this is prevelant, students cannot read the material, and thus the scores can in no way be accurate. A second reason for our failure to achieve these objectives is that in many cases the objectives were much too ambitious and thus not realistic. Many student objectives were stated in terms which would have been possible to attain in only the most favorable of conditions for all concerned· student, teacher, group, school, etc. And, in addition, it is now possible to note that in some cases, failure to reach an objective has been a more positive factor than had the opposite been true. For example, the project objective

of reducing disciplinary referrals has not been met. Along with this is the important factor that the trend of referrals has shifted from major discipline referrals to that of minor referrals and that of counseling services. A third factor in the failure to attain these goals is that as the objectives are stated, it becomes increasingly more difficult to gain year after year. It should be noted that in many cases significant gains were made, although the objective, as stated, was not met.

- 75% of middle school teachers will participate in the circle discussion program.

- 80% of participating teachers, administrators, and paraprofessionals will participate in regularly scheduled bi-monthly in-service sessions to improve group leadership skills.

Teacher Objectives: We had hoped that 75% of the middle school teachers would participate by leading circle discussions. Participation was made completely voluntary. In the final analysis only 69% of our teachers chose to be directly involved. Although we came close to our goal, we didn't reach it and the only explanation that can be given is that 31% of our teachers felt that this wasn't a way in which they would like to relate to students. Many of the teachers who are not participating are implementing the project's objectives in other ways more suitable to their own personalities.

We had expected that 80% of the teachers involved in the circle program would attend bi-monthly in-service meetings. This is the objective where our expectations were furthest from what actually happened. Only 20% of those involved participated in the bi-monthly in-service meetings during the second year of the project. It is possible to account for this in many ways. The most obvious one is pressure of time and other duties on these already over-worked teachers. To attend our session teachers had to make some very specific choices. First, they had to choose to improve their own skills rather than to work with students during that time. Most of our best teachers would much rather choose being with students and that is what makes them excellent teachers to begin with. To attend our sessions, teachers also had to choose to develop their circle leadership skills over their skills in their own subject area. When one considers that only 25 minutes a day is spent leading circles and 5 hours a day is spent with subject matter, their choices are understandable.

Because of this reception of the bi-monthly in-service sessions during the second year, the thrust of this objective was changed during the third year. It was felt that teacher participation would be higher if sessions were held outside of the regular school hours. This proved to be true, with 75% of the participating staff taking part in these sessions. In general, however, most in-service training took place in the individual interaction between the project consultant and the specific teachers as she carried out her regular consulting activities on a day-to-day basis.

2. Objectives accomplished·

- Students will indicate an increase in self-esteem, 7th grade.

- Student dropout rate will decrease. Dropout rate will be 0 in the middle schools compared to previous 5 year average of 14 per year.

- Students will demonstrate positive interest in the program. 75% of students will indicate a positive interest in the program.

- 60% of a grade will show an increase from the pre to the post test on the [redacted] Classroom Atmosphere Test, 7th grade.

- By the end of year II, student suspensions will be reduced. Significantly fewer students (at least 5%) will be suspended in project schools than in the control school during the first year of the project.

Student Objectives· It is about as impossible to state why certain objectives were met as it is to tell why others were not. It was our hope that we could develop a program that would receive a positive response from at least 75% of the student body. We set that figure knowing that almost nothing in school could receive much higher student support. We were pleased to discover that based on our student questionnaire, approximately 85% of the students the second year and 79% of all students the third year enjoyed circle discussions and felt they were worthwhile.

- Teachers will employ the suggested strategies of the affective education program. Ratings will indicate 75% of teachers are employing affective strategies in their classrooms.

- Teachers will develop improved skills for teaching and leading circle discussions. Ratings will indicate 60% of teachers are successfully improving teaching skills and circle discussion leadership skills.

- Teachers will demonstrate positive attitudes and interest in the affective education program and teaching. 75% of teachers will demonstrate positive interest in the affective education program and teaching.

- 70% of the teachers will express a positive regard for the use of affective education techniques in teaching and leading circle discussions.

Teacher Objectives: We had stated that 75% of the teachers leading circle discussions would do an effective job. The analysis of circle leader ratings made by Title III staff indicate that 84% (75% in 1973-74) of circle leaders are using effective strategies. This is probably true because participation in the program is voluntary and those teachers who are least likely to do a

good job in this area are not participating at all. Those who are participating are doing so because they think it is worthwhile, and are more likely to do a good job.

We had hoped that 75% of the middle school teachers would demonstrate a positive interest in the affective education program. In the analysis of our teacher questionnaire it indicates 78% of our teachers believe the program will help students. Although we have not exceeded our own figure by much it is significant that in a rather normal population of middle school teachers we have been able to get 78% of them to commit themselves to the goals of affective education.

- Teachers, administrators, and paraprofessionals will receive appropriate pre-service training to enable them to implement the affective education program.

- Project teachers and paraprofessionals will participate in release time workshops on selected days throughout the school year. 80% of participating teachers will have an over-all positive reaction to the release time workshops.

Teacher in-Service Objectives: Our objective asked that 90% of the professional staff attending a pre-school workshop would believe that they were prepared to implement the program. Our analysis of workshop comments reinforce our belief that more than 90% believe the workshop has prepared them to use the program.

We had hoped that 80% of the teachers participating in released time workshops would have a positive reaction to the experience. The evaluation of the workshops held in 1972-73 and 1973-74 indicated that 100% of those participating had a positive reaction to the workshop. The exceeding of our own figure here can be understood in the light of the way the workshop was organized. All workshop participants understood from the first moment that their ideas were really sought and would be used. While the atmosphere of the workshops was informal there was no question among people there that we had a specific task to accomplish that required everyone's help.

Section III.

A. The greatest changes which have come about in the local educational agencies as a result of the project:

It is a difficult and subjective task to assess the greatest change in our local educational agencies that have resulted from the Title III project. As is often the case, many changes in the district have occurred that were not written into our objectives and we, therefore, lack concrete data to support claims we would propose.

One of the greatest changes is reflected in the results of our student questionnaire and our teacher questionnaire concerning project interest. It is a rare thing in school to gain 80% acceptance of an innovated program and yet it is clear that this percentage of students and faculty in our district believe in the goals and objectives of the project.

Another significant change is the effect the pre-school training workshops and in-service workshops have had on teachers. We believe that experiential involvement in affective activities and opportunities to discuss practical problems for working with middle school students and the opportunity to get to know staff members personally, develop such a positive attitude in the school, that this workshop should be made an integral part of every school program. The pre-school workshop alone, carries many people through the year. The in-service workshops add the "shot-in-the-arm" needed to revitalize many others.

The main goal of the project is to change students. Some of these changes are reflected in our data and some are not. One example of a change that is significant and yet very difficult to measure, is the willingness with which students now participate in all their classes compared to before the project began. Many teachers have said that before they began to do circle discussions they had to work very hard to get just a few students to talk in class, or to speak out and tell their opinions. Now, many more children want to speak.

It is frustrating to watch children engage in circle discussions and to know that something of significance is happening, and yet to be unable to grasp it long enough to measure it. When students call teachers on their own time and ask to have an after school circle to discuss their problems, something has happened.

Our belief that changes in self-concept of significance which resulted from our program, have not been born out by test results. I do not believe, however, that we must conclude that kids attitudes about themselves and others have not changed for the better. I believe that because of our emphasis on

affective development, the majority of our middle school students are more aware of their feelings, more self-confident, and more interpersonally competent than they were before we began.

If that change is not significant enough to show up on the tests we have given, it certainly has shown up in the eyes and the words of the students.

Section III.

B. Community agencies that have co-operated in the project include:

1. Winnebago County Mental Health Department
2. Janet Wattles Mental Health Center
3. Family Consultation Services
4. Children's Developmental Center
5. Protestant Community Services
6. Fourth Street Bridge
7. Winnebago County Juvenile Department
8. Crusader Clinic
9. Singer Zone Community Center
10. Local Police Department

Section III.

C. Using the services of community agencies is not an integral part of the project. However, we are working closely with the community agencies listed in Section III part B. Channels have been established so that project personnel are notified immediately if any student in the middle schools has been referred for services. Staffings are then conducted to determine how the school can assist in working with these students.

Contacts with the local police regarding drug referrals and referrals for

criminal offenses indicate that a small number of students were referred from each middle school. The number referred was so negligable that no statistical significance was found between any of the middle schools. The same applies to students referred to the local mental health center. This is a desirable condition which we hope to maintain.

Section IV.

A. It is the intention of the Harlem School District #122 to continue this Title III project in whole now that Title III ESEA funds have been withdrawn.

B. The Harlem School District will be the source of funding for the continuation of the project.

C. Does not apply.

D. Does not apply.

Section V.

A. Dissemination for this project was carried on in a variety of ways:

1. The Harlem School District #122 presented its Title III ESEA Project at a number of conferences:

A. Quincy, Illinois - 1972

"Conference That Makes a Difference." October 18 & 19, 1972. Harlem's Title III ESEA project participated in the Quincy conference by providing for two days a booth disseminating information about the program. Project staff also presented two, one hour presentations on October 19th disseminating information about Harlem's project. Approximately 2,000 attended the conference. Approximately 500 brochures and information booklets were distributed during the conference. Numerous requests were accepted for additional materials to be sent to other school districts at another time.

B. Chicago, Illinois - 1973

Superintendent's Convention. "What's Right With Illinois Schools." August 16 & 17, 1973. Harlem's Title III ESEA project participated in the Chicago conference by providing a booth for two days for the purpose of disseminating information about the program. Project staff also presented one, one hour presentation of August 16th. Approximately 1,000 attended the conference. Approximately 300 brochures and information booklets were distributed during the conference. Additional requests were accepted for materials to be sent to other school districts.

C. Quincy, Illinois - 1973

October 18 & 18, 1973. Harlem's Title III ESEA project participated in this Quincy conference by providing a booth for two days for the purpose of disseminating information about the program. Project staff also presented two, one hour presentations on October 18th. Approximately 3,000 attended the conference. Approximately 750 brochures and information booklets were distributed during the conference.

D. Madison, Wisconsin - 1973

"Profiles of Promise," a regional education fair, was attended November 7 & 8, 1973. Harlem's Title III ESEA project presented in this conference by providing for two days a booth disseminating information about the project. In addition, the newly released film about this project, "Lemon," was shown to two different audiences, after which project staff held a question and answer period. Approximately 5,000 attended this conference and 1,000 brochures and information booklets were distributed during the conference. Numerous requests were accepted for additional materials to be sent to other school districts at another time.

E. Matteson, Illinois - 1973

The Matteson Reading Synposium was held April 4th & 5th 1974. Harlem's Title III ESEA project participated in the Matteson conference by providing for two days, a booth disseminating information about the program. Approximately 300 attended the conference and 150 brochures or information booklets were distributed. As a result of this conference, some educators from the Matteson area came to Rockford to observe and discuss the Title III project.

2. Many project teachers and staff have presented the Harlem Title III ESEA project in institutes and/or college classes. The following Harlem personnel have made presentations regarding the Title III program:

   Wayne Musholt, director
   Charm Bates, consultant
   Larry Chase, consultant
   Frank Cushing, psychologist
   Dr. Joseph Vaughn, director of special education
   Verne Awes, principal
   James Kiefer, assistant principal
   Richard Dunphey, assistant principal
   Angelo LaLoggia, counselor
   Mary Garland, teacher
   Dana Caldwell, teacher
   Sherry Snowden, teacher
   Candy Anderson, teacher
   Mary Ellen Bledsoe, teacher
   Trudy Hamilton, teacher
   Linda Scott, teacher
   Judy Crow, paraprofessional
   Elsie Nolley, nurse

3. Materials have been prepared for dissemination which were to be read or viewed by the intended audience. The film, "Lemon," a Title III slide and tape presentation, teacher project manuals, brochures, and handouts have all been used to varying degrees.

4. Middle School Open House. The Title III director, school superintendent, and/or staff have made presentations about the Title III program at all three of the project middle schools during the years 1972-73 and 1973-74.

5. Harlem School Superintendent and Harlem Board of Education. The Title III director has presented monthly reports to the superintendent and periodic reports to the Board of Education outlining plans and progress of the program.

6. Illinois State Guidance Association Meeting. Title III staff presented a fifty minute presentation at the Illinois State Guidance Association Meeting in Chicago, Illinois. The audience consisted of about 65 people. A 30 minute tape-slide explanation was

presented, followed by a 20 minute panel discussion.

7. Area university school associations. Title III staff members have made several oral presentations regarding the various aspects of the program to college classes and teacher groups.

Without exception, all of the preceding methods of dissemination were very well received by the intended audiences. The obvious successes of these dissemination methods may be due to the high interest level of the material being presented and to the enthusiasm and commitment of the many presenters. It is interesting to note that, almost without exception, each of the audiences exposed to the Title III presentations were voluntary participants as opposed to captive audiences. And, when audiences participate out of interest and desire, they are prone to accept and become involved much more readily. I believe it would be accurate to say that out of each of the preceding dissemination attempts, some recipients have become interested enough to visit a project school, send for additional project materials, try some of the project techniques in their own classroom, or request additional interviews with Harlem Title III personnel.

The only dissemination attempt which did not prove to be successful was that of an advisory council established within the Harlem School District during the first year of the Title III project. The council had been made up of representatives from all educational levels within the district. Its purpose was to involve members of the Advisory Council in disseminating the project's information to the organizations they represent. The meeting of the advisory council was poorly attended and the council suggested we phase out the organization . Based on the information presented, it was recommended that the council be discontinued and all dissemination be done by project schools and Title III staff.

B. List the school districts that have adopted the project or elements of the project.

Many out-of-district administrators and teachers have visited our project and have received our project materials. Many of these educators have indicated orally that they were planning on initiating a similar program, to some degree, within their own district, building, or classroom. While we have received some feedback from a few of these people, it is impossible to list the school districts involved because of lack of information.

Section VI.

A. Materials disseminated by the Harlem Title III ESEA project include:

"Achievement Motivation," Title III ESEA Project, Harlem School District, Rockford, Illinois, 1973. (A brochure prepared as an explanation for the project.)

"Achievement Motivation," Title III ESEA Project, Harlem School District, Rockford, Illinois, 1974. (A brochure prepared as a more detailed explanation for the project.)

"Harlem Middle Schools, Decreasing School Dropouts Through Achievement Motivation," 1972 and 1973. (A leaflet describing the academic program, rationale, program, project activities, and services of the Harlem Title III Project.)

"Achievement Motivation - Strategies." 1973. (A handout prepared to describe the strategies incorporated into the Title III program.)

"Achievement Motivation - Circle Techniques." 1973. (A handout prepared to describe the proper techniques to use in having a successful circle discussion.)

B. Copies of materials have been submitted to the Office of the Superintendent of Public Instruction.

Section VII.

A. Items produced by the Harlem Title III ESEA project:

1. Slide and tape presentation. 1972. revised, 1973.

2. Film, "Lemon." 1973.

3. "Decreasing Dropouts Through Achievement Motivation," 1973. (a teachers' manual outlining project activities by sessions)

B. Materials submitted to the Office of the Superintendent of Public Instruction previously.